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ABSTRACT

FORTY-ONE ABSTRACTS WITH DESCRIPTIVE TERMS ARE PRESENTED WHICH DEAL WITH VARIOUS ASPECTS OF READING METHODS AND PROBLEMS INCLUDING DISCUSSIONS OF DYSLEXIA, SENSORY IMPAIRMENT, TEACHING TECHNIQUES, AND PHYSIOLOGICAL CONSIDERATIONS. AN AUTHOR AND SUBJECT INDEX, USER INFORMATION, AND INFORMATION ON PURCHASING EITHER THE INDIVIDUAL DOCUMENTS OR THE TOTAL COLLECTION ARE PROVIDED. (JM)

ED036021

EXCEPTIONAL CHILDREN BIBLIOGRAPHY SERIES

READING METHODS AND PROBLEMS (HANDICAPPED CHILDREN)

CEC INFORMATION CENTER ON EXCEPTIONAL CHILDREN

The Council for Exceptional Children
1499 Jefferson Davis Highway, Suite 900
Arlington, Virginia 22202

EC004013E

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ED036021

READING METHODS AND PROBLEMS (HANDICAPPED CHILDREN)

November 1969

CEC Information Center on Exceptional Children
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1499 Jefferson Davis Highway
Arlington, Virginia 22202

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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ABSTRACT 1

EC 000 043 ED 011 160
Publ. Date 66 337p.
Lehman, Jean Utley
In-Service Training Staff Development for Education of Disadvantaged Deaf Children, Institute Sessions (April-8, June 20-24, June 25-30, 1966).
California State Coll., Los Angeles. Spec. Educ. Center
Los Angeles City Sch., Calif. Spec. Educ. Br.
Dept. Of Education, Calif. Off. Of Compensatory Educ.
EDRS mf,hc

Descriptors: exceptional child education; disadvantaged youth; curriculum; teaching methods; aurally handicapped; culturally disadvantaged; deaf; disadvantaged environment; language development; inservice teacher education; reading instruction; instructional materials; individual characteristics; speech; speech improvement; reading; behavior; behavior problems; research; language learning; children; audiovisual aids; audiology; curriculum design

Nineteen recognized authorities contributed to a 3-week program designed to improve the understanding of disadvantaged deaf children and to suggest the type of curriculum best suited to their needs. Lectures, demonstrations, and discussions covered the following topics--(1) the familial and personal aspects of the child, (2) acquisition and structure of language, (3) speech development and improvement, (4) several aspects of reading, (5) audiovisual aids, (6) psychoneurologic behavioral problems, (7) audiological problems, and (8) research. (MK)

ABSTRACT 2

EC 000 548 ED N.A.
Publ. Date 67
Goldberg, Herman K.
Vision and the Reading Problem.
National Soc. For The Prevention Of Blindness, New York, N.Y.
Sight-Saving Review, Volume 37, 1967
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; reading difficulty; elementary grades; reading diagnosis; reading failure; emotional problems; etiology; clinical diagnosis; remedial reading; children; retarded readers

Eight million children have some form of reading problem, but vision is a factor in less than 2 percent of these cases. Some children will read one to two grades below their level, but appropriate remedial help will enable them to read at grade level. Some children, however, have a reading disability that requires an interdisciplinary approach (ophthalmologist, psychiatrist, psychologist, neurologist, educator). Often neurological damage is a cause of the difficulty. Some of the children with reading problems show emotional disturbance. Early diagnosis of reading problems is important because the most effective remedial work takes place in the primary grades. Two references are listed. This article was published in The Sight-Saving Review, Volume 37, Number 1, pages 6-8, Spring, 1967. (CG)

ABSTRACT 3

EC 000 863 ED 018 021
Publ. Date 65
Strang, Ruth, Ed.
Understanding and Helping the Retarded Reader.
EDRS not available

Descriptors: exceptional child education; reading; teaching methods; reading difficulty; emotionally disturbed; disadvantaged youth; mentally handicapped; identification; remedial reading programs; remedial instruction; reading skills; reading materials; underachievers; reading diagnosis; neurologically handicapped; bilingual students; program planning; skill development; communication skills; teacher role; retarded readers

The proceedings of a 1962 statewide Arizona conference on reading development and reading difficulties include 15 papers. Articles on the able retarded reader are Identification and Diagnosis by Helen C. Wright, Understanding the Able Retarded Reader by Helen M. Robinson, and Classroom Procedures by Rosemary Yoakum. Papers on emotionally disturbed children are Identification of Emotional Difficulties in Reading by Peter Gallagher, Causation and Prevention by Boris Zemsky, Neuropsychiatric Considerations in Children's Reading Problems by Ralph Rabinovitch, and Classroom Procedures by Lora Anderson. Bilingual children (children from non-English speaking homes) are discussed by Mamie Sizemore in Understanding Bilingual Children, by Miles Zintz in Developing a Communications Skills Program, and by Jane Moore in Classroom Procedures. Included also is an introduction by Ruth S. Strang on levels of knowledge and skill, diagnostic procedures, essentials of treatment, and reading materials. The summary and concluding remarks are by Amelia Melnik in Methods and Procedures and Ruth Strang in The Role of the Teacher. Appendixes contain Hollis Moore's introduction to the conference and a 51-item selected bibliography. This document is available from the University of Arizona Press, Tucson, Arizona, for $2.75. (JD)

ABSTRACT 4

EC 001 881 ED 018 049
Publ. Date 67
Ellingson, Careth
The Shadow Children, a Book about Children's Learning Disorders.
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; tests; teaching methods; children; minimally brain injured; case studies (education); reading difficulty; reading failure; behavior; clinical diagnosis; educational objectives; remedial instruction; special programs; neurologically handicapped; dyslexia; perceptually handicapped; family background; intelligence tests; diagnostic tests; directories

Intended for parents and classroom teachers, the book translates the often technical professional literature which already exists concerning children with learning disorders. Dyslexia (the lack of ability or inability to read) is discussed, and two case studies are provided. Minimal brain dysfunction and the range of its terminology and symptoms are also treated. Information on testing and teaching includes checklists and sample visual materials. Also given are a glossary of 24 items, a suggested reading list of 64 items, a list of 27 references, and a 148-page directory (organized by states) of private and public agencies which provide testing, diagnosis, and special education services for children with learning disabilities. For each facility, address, directory, diagnostic facilities, testing facilities, educational facilities, and special requirements are stated. This document is available from Topaz Books, Five North Wabash Avenue, Chicago, Illinois 60602, for $6.50. (DF)

ABSTRACT 5

EC 000 677 ED 017 091
Publ. Date 66 39p.
Hurley, Oliver L.
Intersensory Integration and Reading, a Theory.
Illinois Univ., Urbana, Inst. Res. Except. Child.
EDRS mf,hc

Descriptors: exceptional child research; reading; learning; cognitive processes; reading failure; learning theories; sensory integration; psycholinguistics; auditory perception; diagnostic tests; kinesthetic perception; learning difficulties; learning processes; neurological organization; perceptually handicapped; psychological tests; reading difficulty; reading processes; remedial reading; tactual perception; visual perception; visualization; space orientation; haptic perception; Illinois Test of Psycholinguistic Abilities; ITPA

A literature review of six key concepts of psycholinguistic processes is presented. The six concepts are (1) cognitive growth, (2) psycholinguistic models such as the Illinois Test of Psycholinguistic Abilities (ITPA), (3) intersensory integration, (4) remedial teaching techniques, (5) visualization in integrative tasks, and (6) conceptual schema. A theoretical model of intersensory integration is given. The deficits found on the automatic-sequential level of the ITPA and at the integrational level in psycholinguistic theory are found to be related to learning and reading via their effects on intersensory integration. Fifty-two references are listed. This document is IREC Papers, Volume 1, Number 2, 1966. (JK)

ABSTRACT 6

EC 002 960 ED N.A.
Publ. Date 66 180p.

Feldmann, Shirley C.; Deutsch, Cynthia P.
A Study of the Effectiveness of Training for Retarded Readers in the Auditory Perceptual Skills Underlying Reading.
Institute For Dev. Stud., New York, N.Y., Psychiat. Dept.
Office Of Educ., Washington, D. C.
OEG-7-42-0920-220
EDRS mf,hc

Descriptors: exceptional child research; auditory training; reading; reading improvement; retarded readers; remedial reading; auditory perception; auditory tests; children; corrective reading; educational research; lower class; reading achievement; reading difficulty; reading instruction; reading tests; tutoring; Gates Primary Reading Tests; Roswell Choll Diagnostic Reading Test; Multiple Choice Bender Gestalt Test; Word Pair Picture Discrimination Test; Continuous Performance Test

Two sequential studies were undertaken to attempt to determine whether auditory and reading training could improve reading skills. In the first study, 64 third grade retarded readers from low socioeconomic neighborhoods were divided into one control and three experimental groups. Experimental groups received (1) auditory training only, (2) reading training only, or (3) both auditory and reading training. Eleven auditory tests and four reading tests were administered before the 5-month treatment period, immediately after, 6 months after, and 12 months after. Statistical analyses (including analysis of covariance, the pretest to the first posttest improvement, the correlation matrices, the factor analysis, and the item error analyses) showed no treatment group facilitated reading achievement at any of the testing times. Three of the reading tests showed improvement from the first or second posttest to the third posttest for the children in the experimental groups. Some interactions of the variables were related to reading and auditory scores. Correlation matrices and factor analysis showed some moderate relationships among some of the tests. A staff evaluation judged that for consonant sounds and short vowel sounds all groups increased their knowledge, and that the auditory groups seemed to have learned more skills than the reading only group. The second study repeated the experiment with 36 children. The auditory only treatment group was eliminated, and a new treatment group (combining auditory and reading training in the same session) was added. Analyses of test scores, the program, and the children's characteristics were made. Neither the replicated treatment groups nor the new treatment group showed improvement in reading and auditory scores. No post-treatment score differences among the treatment groups nor between the combined treatment groups and the control group were found. A reference list cites 27 items, and the text includes 37 tables. Appendixes include instructions for administering tests, answer sheets, record forms, sample auditory curriculum activities, and 14 additional data tables. (MY)

ABSTRACT 7

EC 000 728 ED 015 580
Publ. Date 65
Bernstein, Bebe
Readiness and Reading for the Retarded Child.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; teaching methods; reading; readiness (mental); educable mentally handicapped; teaching guides; reading instruction; curriculum guides; beginning reading; children; classroom environment; curriculum; enrichment activities; instructional materials; learning activities; lesson plans; primary education; primary grades; reading development; reading materials; reading programs; reading readiness; teaching procedures; workbooks

Designed to accompany two workbooks, this teacher's book and manual presents a functional approach to readiness and reading for young educable retarded children. The workbooks themselves offer preparatory activities for children at the readiness level and sequential activities and materials for those at the beginning reading stage. The teacher's book supplies background material for both workbooks, deals with a favorable classroom atmosphere, and includes the contents of both workbooks. The theme of the workbooks centers around the home providing meaningful material to the child. The topics considered are Family Health and Hygiene, Eating Habits and Food, Recreation in the Home, Living in a House, Safety in the Home, Care of Clothes, and Manners and Courtesy. An explanation of the construction of the reading materials presented in the workbooks gives general and specific directions to the teacher. The recommended method (general considerations, directions for the actual lessons, and suggested application of the lessons) is presented. In considering the implementation of the theme, the book outlines the objectives, includes topic lesson sheets, suggests enrichment experiences and activities, and lists related references and materials. A discussion of classroom management is included. The vocabulary and concepts related to each topic area for the reading group are listed. This document was published by the John Day Co., 62 West 45th Street, New York, New York 10036, and is available for $4.95. (MY)

ABSTRACT 8

EC 000 618 ED 014 828
Publ. Date 63
Hart, Beatrice Ostern
Teaching Reading to Deaf Children. The Lexington School for the Deaf Education Series, Book, IV.
Lexington Sch. For Deaf, New York, N.Y.
Alexander Graham Bell Assn. For The Deaf, Washington, D. C.
EDRS not available

Descriptors: exceptional child education; reading; teaching methods; aurally handicapped; deaf; reading instruction; reading programs; instructional materials; adolescents; beginning reading; children; developmental reading; functional reading; learning activities; preschool children; preschool education; reading development; reading materials; teaching guides; teaching procedures; Lexington School for the Deaf

The Lexington School for the Deaf Educational Series consists of a collection of monographs, representing the thinking of skilled teachers in a particular subject area. This monograph presents teachers of the deaf with a developmental program for teaching reading. The philosophy of this program is explained, and various techniques for motivation and evaluation are discussed. The use of instructional materials, and an organized sequence of reading experiences are explained. The book defines developmental levels (flexible to allow for uneven progress of deaf children) for teaching reading and explores methods for attaining different goals at each age level. On the preschool level, satisfying experience with language is discussed. Various techniques for improving memory, classification and generalization skills, visual discrimination, and visual-motor skills are presented. For the primary level (grades 1 and 2, ages 6 to 9) the following skills are discussed--sight vocabulary, word recognition, reading in thought units, beginning use of the dictionary, interest in stories, and dramatic play. For the intermediate level (grades 3 to 5, ages 9 to 12) independent reading and selection of reading materials is discussed. The objectives presented for the advanced level (ages 12 to 17) are development of study skills, critical reading, and appreciation of literature. Each section contains examples of instructional materials. A 76-item bibliography of books, pamphlets, manuals, and workbooks is included. (JB)

ABSTRACT 9

EC 000 619 ED 013 002
Publ. Date 67
Delacato, Carl H.
The Diagnosis and Treatment of Speech and Reading Problems.
EDRS not available

Descriptors: exceptional child education; learning disabilities; communication (thought transfer); diagnostic tests; clinical diagnosis; neurological organization; neurologically handicapped; speech handicapped; dyslexia; minimally brain injured; neurology; neurological defects; children; adolescents; language handicaps; speech improvement; reading improvement; learning theories; lateral dominance

The basic thesis of the author is that the nervous system of man has evolved from a very simple to a very complex mechanism. Man has achieved cortical dominance wherin one side of the cortex controls the skills which separate man from other animals. This evolutionary process must be recapitulated ontogenetically or mobility and communication difficulties appear. To remedy the situation, those areas of neurological organization that are incomplete or absent must be taught to or imposed on the nervous system through adequate practice at the various levels of cortical development. The author discusses the phylogeny and ontogeny of neurological development. He relates neurological organization to brain injury and presents several diagnostic and treatment procedures for speech and reading problems. A 95-item bibliography is included. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for $6.75. (RS)

ABSTRACT 10

EC 000 617 ED 014 174
Publ. Date 64
Critchley, Macdonald
Developmental Dyslexia.
EDRS not available

Descriptors: exceptional child education; learning disabilities; reading; dyslexia; reading difficulty; adolescents; adults; children; incidence; neurology; teaching techniques; visual perception; etiology; vocabulary; clinical diagnosis; medical evaluation; educational diagnosis

Dyslexia is defined as a form of verbal amnesia in which the patient has lost the memory of the conventional meaning of graphic symbols. Developmental dyslexia has long been the subject of professional disputes in medicine, education, and psychology. The book traces the growth of knowledge about dyslexia and describes conflicting ideas as to nature and causation. A chapter tracing history and terminology is followed by chapters dealing with clinical manifestations (developmental dyslexia as a constitutional, genetically determined phenomenon), diagnosis, ophthalmological aspects, neurological aspects, and genetic properties. Estimating the size of the problem is difficult because dyslexics are sometimes lost in the general population of poor readers. The problem (estimated in different parts of the world from 5 percent to 25 percent of school children) is considered great enough to merit special educational attention. Final chapters deal with psychiatric reactions of the dyslexic, cerebral immaturity as a possible causative factor, and educational implications. In the author's opinion, the dyslexic, properly motivated, will benefit from intensive training in a special education setting. A bibliography of 377 items is included. This document was published by Charles C Thomas, Publisher, Springfield, Illinois, and is available for $5.50. (JB)

ABSTRACT 11

EC 001 476 ED 013 523
Publ. Date 66 70p.
Glass, Gene V.
A Critique of Experiments on the Role of Neurological Organization in Reading Performance.
Illinois Univ., Urbana, Center For Instructional Research And Curriculum Evaluation
EDRS mf, hc

Descriptors: exceptional child research; reading; learning disabilities; reading difficulty; neurological organization; research methodology; reading research; neurologically handicapped; reading instruction; methods research; literature reviews; children; adolescents; evaluation; C H Delacato

Fifteen empirical studies concerned with the role which neurological organization plays in the teaching and improvement of reading are analyzed. Following a review of Delacato's theory of neurological organization, each of the studies is presented with alternative interpretations of the data and with implications not acknowledged or contrary to those drawn by the original authors. Each study is analyzed in detail as to the manner of selection of subjects (the subjects who participated in almost all of the experiments reported in this paper could not be characterized as seriously neurologically disorganized), the statistical analysis of data, experimental treatment, and the implications drawn from the reported results. The author is generally critical of the studies for their lack of adherence to acceptable standards for empirical experimental design. His conclusion is that all the empirical research reported thus far has failed to produce cogent evidence that C. H. Delacato's therapy has an effect on the reading of normal subjects. In reviewing studies which contain information on the correlation of neurological organization and certain variables, the author finds that measures of neurological organization are more highly correlated with measures of nonverbal intelligence than they are with measures of reading achievement. The fifteen studies are all taken from experiments reported in three volumes written by Delacato and listed in the 35-item bibliography. (TM)

ABSTRACT 12

EC 001 154 ED 015 603
Publ. Date Aug 66 136p.
Karlsen, Bjorn
Teaching Beginning Reading to Hearing Impaired Children, Using a Visual Method and Teaching Machines. Final Report.
Minnesota Univ., Minneapolis
OEG-7-33-0400-230
EDRS mf,hc

Descriptors: exceptional child research; reading; programed instruction; aurally handicapped; reading instruction; beginning reading; autoinstructional programs; children; deaf; hard of hearing; programed materials; teaching machines; sequential programs; Stanford Achievement Test; Honeywell University of Minnesota Instructional Device; HUMID

An automated instructional system was developed to teach beginning reading to hearing impaired children using a non-oral method. Instruction was done with visual presentation using 35mm slides on a rear projection screen. This teaching machine, the Honeywell University of Minnesota Instructional Device (HUMID) was constructed with an automatic data recorder and printout device. The first of three studies discovered that instrumentation and programing needed to be improved. Two preliminary studies were conducted. The third study involved one experimental group of 10 first graders and one exceptional group of ten 9 and 10 year olds enrolled in classes for the deaf and hard of hearing. Control groups were matched for IQ, age, sex, hearing, and language performance. Over a period of 35 days, 34 programs were taught to the experimental group. Testing did not reveal any statistically significant differences between the two experimental groups, although the older group performed consistently better than the younger group. On the HUMID posttest, the first graders performed significantly better (at the .01 level) than their control group. The older group also performed better than its control group, although the difference was not statistically significant. On the Stanford Achievement subtests of word meaning and paragraph meaning given to all four groups, only the younger group surpassed their controls at a level which approached significance. There were no statistically significant differences between the older experimental and control groups. Although an automated system of non-oral reading instruction can be developed successfully, it would involve a tremendous amount of programing. The HUMID staff estimated that to bring deaf children from beginning reading to fourth grade reading would require more than 800 programs of 30 to 40 frames each and must also be accompanied by a systematic program of language development. Five studies were carried out within this project by graduate students. The major finding was that data on the response delays has limited usefulness with this method of teaching reading. Programing techniques, content of programs, and information on the technical development of HUMID are presented. A reference list cites 34 items. (MW)

ABSTRAC 13

EC 001 179 ED 015 605
Publ. Date 66 119p.
Biennial Conference of the American Association of Instructors of the Blind (48th, Salt Lake City, June 26-30, 1966).
American Assn. Of Instructors Of The Blind, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; reading; teaching methods; braille; visually handicapped; blind; partially sighted; educational research; multiply handicapped; adolescents; children; libraries; conference reports; library services; mobility aids; preschool children; preschool programs; reading improvement; reading instruction; teaching machines; sensory aids; visually handicapped mobility; instructional materials; speech compression; secondary school students; visual stimuli; visually handicapped orientation

The theme of the convention was Research--Key to Progress, and papers were delivered in the following areas--(1) research on the teaching of reading and improving reading skills, (2) research on independent living skills and orientation, mobility, and travel, (3) research on the child with limited but useful vision, (4) research on the multihandicapped child, and (5) research on listening, technical devices, and teaching methods. Special papers and reports were given on (1) philosophy and goals of a preschool program, (2) how shall we serve our visually handicapped preschool children, (3) libraries and library services for visually handicapped, and (4) enrichment through a touch and learn center. Presidential, committee, and business reports are included. (MU)

ABSTRACT 14

EC 001 266 ED N.A.
Publ. Date 66
Rawson, Margaret B., Comp.
A Bibliography on the Nature, Recognition, and Treatment of Language Difficulties.
Orton Society, Inc., Pomfret, Connecticut
EDRS not available

Descriptors: exceptional child education; language handicapped; language handicaps; language development; instructional materials; semantics; dyslexia; achievement tests; annotated bibliographies; bibliographies; children; diagnostic tests; education; language; psychological tests; remedial instruction; scholarly journals; speech therapy; textbooks

Ranging in publication date from 1913 to 1966, these 492 annotated entries are intended for people concerned with language disorders, especially the specific language disability, dyslexia. The entries are arranged in these categories--(1) medicine, neurology, psychology, and general, (2) language and semantics, (3) education--general, (4) developmental and remedial approaches, (5) specific language disability, (6) psychological, achievement, and diagnostic tests, (7) manuals, workbooks, instructional materials, and texts for students, (8) journals, and (9) bibliographies. When known, current prices are given. Periodic supplements are planned. This document was published by The Orton Society, Box 153, Pomfret, Connecticut, and is available for $1.50. (MK)

ABSTRACT 15

EC 001 107 ED 021 352
Publ. Date 07 Jul 67 347p.
Johnson, Doris J.; Myklebust, Helmer R.
Learning Disabilities; Educational Principles and Practices.
EDRS not available
Grune And Stratton, Inc. 381 Park Avenue South, New York, New York 10016 ($9.75).

Descriptors: exceptional child education; learning disabilities; teaching methods; minimally brain injured; perceptually handicapped; neurologically handicapped; dyslexia; remedial instruction; arithmetic; nonverbal learning; written language; auditory perception; visual perception; educational planning; learning; educational principles

Intended for teachers, educators, and specialists who are interested in the problems of learning disabilities, the text presents principles and practices necessary in the clinical teaching approach to children with learning disabilities. Areas considered include learning disabilities in general, the brain and learning, and special education and learning disabilities. Also treated are nonverbal disorders of learning and disorders of auditory language, reading, written language, and arithmetic. Implications and outlook are discussed. Approximately half of the 74 illustrations are teaching aids and half are examples of children's drawings or writings which show the effects of various learning disabilities. A reference list cites 186 items. (LE)

ABSTRACT 16

EC 002 588 ED 023 216
Publ. Date 68 91p.
Edgington, Ruth; And Others
Helping Children with Reading Disability.
EDRS not available
Developmental Learning Materials, 3505 North Ashland Avenue, Chicago, Illinois 60657 ($1.00).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; instructional materials; eye hand coordination; phonics; auditory training; writing; spelling; kinesthetic perception; dyslexia; instructional aids

Intended for parents helping their children with reading disabilities, the book describes specific activities in eight areas. The eight areas include general suggestions for the study period, hand and eye coordination activities, phonics training, ear training, reading, relaxation activities, muscle memory, writing, and spelling. Thirteen approaches to and methods of teaching are specified. The appendix lists instructional materials, including commercial work- and textbooks and programs, as well as other materials. Twenty-seven aids are also illustrated. (LE)

ABSTRACT 17

EC 002 776 ED 023 237
Publ. Date 21 Jun 68 384p.
Natchez, Gladys, Ed.
Children with Reading Problems; Classic and Contemporary Issues in Reading Disability. Selected Readings.
EDRS not available
Basic Books, Inc., Publishers, 404 Park Avenue South, New York, New York 10016 ($8.95).

Descriptors: exceptional child education; learning disabilities; reading; teaching methods; identification; resource materials; research reviews (publications); learning theories; personality theories; motivation; neurological handicaps; dyslexia; socioeconomic influences; clinical diagnosis; psychoeducational processes; reading skills; etiology

Intended for the student and teacher, primary source material is presented on theories and research relating to reading disability. Conflicting concepts of human development are discussed in the overview. Emotional, neurophysiological, and cultural factors involved in causation are evaluated in 18 papers, diagnostic considerations in eight, and treatment in the classroom and of children with severe reading disability in 15 papers. Twenty-six tables, 18 figures, and references are included; a 26-item bibliography is provided. (LE)

ABSTRACT 18

EC 001 836 ED N.A.
Publ. Date 30 Nov 67 4p.
Schmitt, Earl P.
Some Considerations Regarding Dyslexia, Vision and Optometry.
EDRS not available
Optometric Weekly, V58 N48 P17-20 Nov 30 1967

Descriptors: exceptional child research; learning disabilities; visually handicapped; reading; dyslexia; optometrists; visual perception; reading difficulty; research reviews (publications)

Research on the relationship between optometry and the problems of the poor reader or dyslexic child is discussed, and studies of the influence of vision on school performance are described. Also covered are estimates of the prevalence of school children with reading difficulties; the refractive status of poor readers; the effect of anisametiopia on reading performance; reading failure and visual anomalies; and dyslexia as a primary or secondary facior in emotional disturbance. Twenty-five references are given. (SN)

ABSTRACT 19

EC 002 652 ED N.A.
Publ. Date 66 423p.
Money, John, Ed.; Schiffman, Gilbert, Ed.
The Disabled Reader; Education of the Dyslexic Child.
EDRS not available
The Johns Hopkins Press, Baltimore, Maryland 21218 ($8.50).

Descriptors: exceptional child education; learning disabilities; teaching methods; reading; reading ability; remedial instruction; remedial programs; dyslexia; perceptually handicapped; lateral dominance; language handicaps; initial teaching alphabet; linguistics; phonics; morphophonemics; kinesthetic methods; spelling; behavior theories; experimental psychology; perceptual motor coordination; case studies (education)

Twenty-two papers consider theories of reading disability and various teaching methods. Disorders of spelling, linguistics, developmental factors in reading and writing backwardness, reading as operant behavior, experimental psychology of learning to read, the epidemiology of reading retardation and a program for preventive intervention, and learning and not learning to read are discussed. Teaching methods presented as alternatives to the whole word method are the Orton-Gillingham approach, tracing and kinesthetic techniques, the Initial Teaching Alphabet, the morphologico-algebraic approach, the color phonics system, and the progressive choice reading method; mature content for immature skills and program administration in a school system are included. Case histories illustrate space-form deficit, directional rotation and poor finger localization, conceptual idiosyncrasy, phonemic-graphemic matching defect, arrested literacy, and the developmental Gerstmann syndrome. A critique on teaching reading is presented. A glossary, a bibliography, and a selected bibliography of tests are included. (LE)

ABSTRACT 20

EC 001 434 ED N.A.
Publ. Date May 67 3p.
Larr, Alfred L.
Learning to Hear the Written Word.
California State College, Long Beach, Speech And Hearing Clinic
EDRS not available
Hearing And Speech News; V35 N3 P22-4 May 1967

Descriptors: exceptional child education; aurally handicapped; reading; beginning reading; children; hard of hearing; initial teaching alphabet; reading instruction

The Initial Teaching Alphabet (ITA) has advantages in helping hard of hearing children to read. The ITA supplies the need for a simple, consistent system based upon auditory symbols because it contains symbols for 44 sounds, 23 of which are identical to the orthographic (conventional) alphabet. The children therefore learn to think in terms of sounds, rather than just visual symbols, and lay a foundation for later speech fluency. A system of ITA has been developed which teaches rhythm of speech by capitalizing stressed syllables. The hearing handicapped child should be encouraged to make maximum use of amplification and to read aloud. The conventional alphabet symbols should be presented gradually. The ITA code helps the child develop kinesthetic awareness and enables him to get the feel of words as he sounds them out. It is hoped that widespread use of the ITA will help the hearing impaired child achieve higher levels of language and speech. Samples illustrating ease of reading are included. A reference lists nine items. (GD)

ABSTRACT 21

EC 003 164 ED 025 085
Publ. Date 63 168p.
Colette, Sister Marie, Ed.
(Studies on Reading and on Education of the Mentally Handicapped.) Research Abstracts, Volume V.
Cardinal Stritch College, Milwaukee, Wisconsin
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; reading; teaching methods; abstracts; masters theses; annotated bibliographies; reading skills; reading instruction; reading achievement; academic achievement; language arts; instructional materials; reading materials; special programs; adjustment (to environment); special schools; Cardinal Stritch College

Fifty abstracts present studies completed for the master's degree at The Cardinal Stritch College. Of these, 37 deal with reading, and 13 treat the education of the mentally handicapped. Each abstract reviews the problem, procedure, and findings and includes summary and conclusions. The original reports are available from the Stritch College Library on inter-library loan. Volumes IV, VI, and VII are also in the ERIC system. (JD)

ABSTRACT 22

EC 003 107 ED 003 854
Publ. Date 64 22p.
Lewis, Edward R.
Initial Teaching Alphabet (I.T.A.) for Instruction of Reading Disability Cases.
San Jose State College, California
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-145

Descriptors: exceptional child research; reading; learning disabilities; teaching methods; instructional materials; remedial reading clinics; reading materials; methods research; reading failure; reading instruction; reading development; comparative analysis; remedial reading; comparative education; foreign countries; orthographic symbols; alphabets; San Jose; California; England

British experimental usage of Initial Teaching Alphabet (ITA) materials and procedures for instruction of reading disability cases was studied to determine if ITA methods and materials could be similarly used in a San Jose reading clinic. The investigator made observations in England of quality, format, concepts, and use of language in the ITA material. Findings were discussed under nine categories: ITA materials, pupil selection for ITA remedial work, remedial techniques with ITA, individual or group methods for use with ITA, phonetic or whole word approaches, diagnosis in ITA remediation, the use of supplementary materials, extent of teacher training, and ITA and the reading clinic. Generally ITA has had beneficial effects with children when a history of reading failure has existed. It was concluded that ITA materials available in England could be used in the United States with minor modifications in isolated books. However, additional materials which are not yet available in England include high interest, transitional, skill building, and supplementary materials, as well as ITA reading manuals. (JM)

ABSTRACT 23

EC 001 369 ED N.A.
Publ. Date 67 13p.
Bannatyne, Alex
The Etiology of Dyslexia and the Color Phonics System.
Illinois University, Urbana, Institute For Research On Exceptional Children
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 67-79.

Descriptors: exceptional child education; reading; learning disabilities; dyslexia; etiology; conference reports; taxonomy; communication (thought transfer); neurological defects; memory; lateral dominance; emotional problems; parent child relationship; heredity; genetics; testing; neurological organization

Dyslexia is classified by cause and type: primary emotional (communicative causes), minimal neurological dysfunction, genetic dyslexia, and social, cultural, or educational deprivation. The first three species of dyslexia are further divided into subspecies, with most attention paid to genetic dyslexia, its background, the problem of dominance, and lateralization. Neurological plasticity and memory are discussed; research evidence is reviewed from four studies. The color phonics system is mentioned. (JD)

ABSTRACT 24

EC 001 370 ED N.A.
Publ. Date 67 18p.
Money, John
The Laws of Constancy and Learning to Read.
Johns Hopkins University And Hospital, Baltimore, Maryland
National Institute Of Child Health And Human Development (DHEW), Bethesda, Maryland;
Public Health Service (DHEW), Washington, D. C., Bureau Of State Services
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Whole, $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 80-97.

Descriptors: exceptional child education; learning disabilities; perception; reading; neurologically handicapped; perceptually handicapped; dyslexia; heredity; anomalies; cerebral dominance; conference reports; Turners Syndrome

The process involved in reading disability and a specific type of learning disability are discussed. The laws of object, directional, and form constancy are explained, and the problems of mixed dominance (left-right discrimination) and hemispheric dominance for language are considered. Intersensory transfer is also discussed. Turner's Syndrome (occurring in girls who have 45 chromosomes and an X chromosome missing as the result of a genetic accident) is next presented. Research showing partial spaceform blindness, difficulties with directional sense, and relatively low nonverbal IQ is reviewed, and the finding that the girls were not dyslexic is considered. (DF)

ABSTRACT 25

EC 001 372 ED N.A.
Publ. Date 67 19p.
McLeod, John
Psychological and Psycholinguistic Aspects of Severe Reading Disability in Children; Some Experimental Studies.
Queensland University, Australia, Remedial Education Centre
EDRS not available
The Association For Children With Learning Disabilities, Inc., 3739 South Delaware Place, Tulsa, Oklahoma 74105 (Who[illegible] $2.50).
Paper Published In International Approach To Learning Disabilities Of Children And Youth, Third Annual International Conference (Tulsa, Oklahoma, March 3-5, 1966), Pages 186-205.

Descriptors: exceptional child research; learning disabilities; reading; perception; identification; dyslexia; visual perception; reading tests; primary grades; conference reports; redundancy; psycholinguistics; auditory perception; testing; test validity; Dyslexia Schedule

The concept of redundancy in language (oral and written) and the development of the new science of psycholinguistics is presented as background material for a discussion of the identification and remediation of dyslexia. A tachistoscopic presentation of printed letter sequences of three different orders of approximation to English was given to a group of 23 dyslexic children (equivalent to Grade 1 in the United States) in Grade 2 in Brisbane, Australia, and a normal control group (randomly selected). The control group was significantly superior at all three levels of approximation (p equals .001). Additional studies found no difference in discrimination (Wepman Test of word pairs) between the dyslexic children and the superior scoring controls. Results indicated that failure to read in children with dyslexia is due to failure to process redundant visual linguistic signals. Implications for further study of remediation techniques are given; screening test, the Dyslexia Schedule, which was developed to discriminate between dyslexic children and others is described; and studies on spelling ability, vowel and consonant substitutions, and articulation are mentioned. An appendix contains the Dyslexia Schedule discriminating items. (DF)

ABSTRACT 26

EC 002 554 ED N.A.
Publ. Date Jun 67 10p.
Friedman, Nathan
Fixation Stress; A Cause of Retarded Reading.
American Optometric Association, St. Louis, Missouri
EDRS not available
Journal Of The American Optometric Association; V38 N6 P463-72 Jun 1967

Descriptors: exceptional child research; learning disabilities; eye fixations; visually handicapped; sensory training; tracking; behavior change; dyslexia; reading improvement; stereopsis; eye movements; space orientation; visual acuity; retarded readers; remedial programs; experimental programs; audiovisual instruction

Specific visual fixation training was given to boys with reading difficulty and average or above intelligence. Fourteen severely retarded readers below seventh grade showed an average advance in reading of 2.3 years over a testing period of 6 months while seventeen boys in grades 7 through 9 averaged 1.7 years advance in reading. An analysis of object, space, and moving fixation showed that all but one of the 14 boys below grade 7 had severe stress in at least two of these areas and that of the 17 boys in grades 7 through 9, nine had severe stress in all three fixation areas, five in two areas, and three in one area. Their fatigue, headaches, reversal, and blurring of images were eased with the visual training and classroom behavior improved. The conclusion was that a definite relationship exists between fixation and reading. The visual fixation training techniques are described. (LE)

ABSTRACT 27

EC 000 798 ED N.A.
Publ. Date 66 15p.
Anderson, Robert P.
Physiologic Considerations in Learning: The Tactual Mode.
Texas Technological College, Lubbock, Department Of Psychology
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter In Learning Disorders, Volume 2, Pages 97-112.

Descriptors: exceptional child education; learning disabilities; perception; reading; teaching methods; tactual perception; haptic perception; cutaneous sense; kinesthetic perception; sensory integration; perceptual development; perceptual motor learning; kinesthetic methods; reading instruction; tachistoscopes

Touch is considered as a medium of communication by which a child perceives properties of his environment. Psychological theories and research on touch perception are reviewed and the concept of haptic perception, involving a perceptual pattern which has as its sensory source both touch and kinesthesia, is introduced. Psychological procedures for assessing tactual and/or haptic perception are discussed, and training in the tactual mode using skin perception, tactile perception and stereovenesis is described. Tactual kinesthetic techniques which can be used to supplement auditory and visual techniques for teaching reading are listed: tracing words and letters, clay tray and sandbox writing, air writing, block letters, blackout cards, tachistoscope methods, phonics, and other visual and auditory aids. Two practical techniques involving the haptic approach for reading and one for arithmetic are described. Research needs relating touch to learning disorders are enumerated, and a 37-item reference list is included. (TE)

ABSTRACT 28

EC 000 805 ED N.A.
Publ. Date 66 13p.
Schiffman, Gilbert; Clemmens, Raymond L.
Observations on Children with Severe Reading Problems.
Maryland State Department Of Education, Baltimore;
Maryland University, Baltimore, University Hospital
EDRS not available
Special Child Publications, Seattle Seguin School, Inc., 71 Columbia Street, Seattle, Washington 98104.
Chapter In Learning Disorders, Volume 2, Pages 297-310.

Descriptors: exceptional child research; learning disabilities; reading; perception; achievement; reading achievement; dyslexia; perceptual motor learning; remedial reading; developmental reading; reading difficulty; elementary school students; secondary school students; reading instruction; reading level; reading research; special classes; multisensory learning; visual discrimination; followup studies

Elementary and secondary students with near average or better intelligence who had severe reading retardation with problems in word recognition were divided into developmental reading, corrective reading, and remedial reading groups and were treated during the 1961-62 school year. Developmental reading instruction was carried out in regular classrooms, corrective reading in small groups and special classes, and remedial reading as a clinical program with multisensory specialized techniques for difficulties with visual associations. The elementary remedial group made significantly (p equals .01) greater improvement than its other two divisions at the close of the 1-year instructional program and the 1-year follow-up period. While the secondary remedial group scored significantly better (p equals .01) at the end of the instructional program, there was no difference among the three secondary divisions at the end of the follow-up year. A commentary on six

ratios and maturational factors in learning problems is included. (DF)

ABSTRACT 29

EC 003 165 ED 025 086
Publ. Date 62 95p.
Camille, Sister M., Ed.
(Studies on Reading and on Education of the Mentally Handicapped.) Research Abstracts, Volume IV.
Cardinal Stritch College, Milwaukee, Wisconsin
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; reading; teaching methods; abstracts; masters theses; annotated bibliographies; reading instruction; instructional materials; reading materials; educational programs; music; spelling; composition (literary); reading skills; arithmetic; individual characteristics; etiology; Cardinal Stritch College

Twenty-three abstracts represent studies completed in fulfillment of the master's degree at The Cardinal Stritch College. Eighteen of the studies consider problems in the teaching of reading; five treat education of the mentally handicapped. Each abstract states the problem, procedure, and findings, and provides summary and conclusions. The original studies are available from the Stritch College Library on inter-library loan. Volumes V, VI, and VII are also in the ERIC system. (JD)

ABSTRACT 30

EC 003 137 ED 003 695
Publ. Date 65 33p.
Lapray, Margaret; Ross, Ramon
Comparison of Two Procedures for Teaching Reading to Primary Children with Visual Perception Difficulties.
San Diego State College, California
Office Of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-S-138

Descriptors: exceptional child research; learning disabilities; perception; reading; teaching methods; reading skills; visual perception; reading improvement; primary grades; reading instruction; reading ability; perceptual development

Reading abilities of primary children with visual perception problems who were taught by conventional methods were compared to the abilities of children given special training designed to improve faulty or immature visual perception. One control group participated in special activities such as picture coloring and the other control group received no instruction during the experimental period. The study was designed to determine the best methods for teaching children of average intelligence who demonstrated reading failure, reversal tendencies, confused vertical orientation, and faulty visual perception and reproduction. The subjects consisted of first and second graders from low socioeconomic groups. Screening was based on intelligence, gross neurological normalcy, adequate social and emotional adjustment, adequate visual and auditory acuity, reading deficiency, and visual perceptual impairment. Testing instruments used included the Keystone Visual Test, Wide Range Achievement Test, and the Bender Gestalt. Findings showed no evidence that children receiving the special visual perception training made better gains in reading or did not make better gains although they made substantially improved Bender Gestalt drawings. Extensive use of classroom reading materials resulted in improved reading scores. (AL)

ABSTRACT 31

EC 001 146 ED N.A.
Publ. Date 65 282p.
A Profile...The EH Child...And His Needs.
Contra Costa County Department Of Education, Pleasant Hill, California
EDRS not available
Contra Costa Department Of Education, 75 Santa Barbara Road, Pleasant Hill, California 94523.

Descriptors: exceptional child education; learning disabilities; teaching methods; instructional materials; educational needs; neurologically handicapped; hyperactivity; perception; language arts; perceptual motor coordination; language development; mathematical concepts; mental retardation; neurological development; emotionally disturbed; epilepsy; dyslexia

The educationally handicapped child and his needs are discussed. Lectures treat mental retardation, function and malfunction of the nervous system, epilepsy, the education of the hyperactive child, perception, visual motor coordination and teaching materials, training perception, sensory motor training, special help in specific areas, and dyslexia. Student committee reports consider methods and materials encouraging the sequential development of quantitative concepts; eight authorities on visual perception and fine motor coordination; methods and materials for teaching reading, spelling, and writing; teaching methods and techniques for auditory perception and language development; and gross motor development materials and teaching and evaluation methods. An additional report discusses psychological services for emotionally handicapped children. The appendixes provide a diagnostic test to be administered by teachers to discover potential learning difficulties of children and outline the regulations relating special education programs for emotionally handicapped minors; a general bibliography cites 101 items. (LE)

ABSTRACT 32

EC 500 003 ED N.A.
Publ. Date Jan 1969 12p.
Haring, Norris G.; Hauck, Mary Ann
Improved Learning Conditions in the Establishment of Reading Skills with Disabled Readers.
Except Child; V35 N5 P341-52 Jan 1969

Descriptors: exceptional child research; learning disabilities; reading; reinforcement; dyslexia; positive reinforcement; programed instruction; reading improvement; motivation; teaching methods

ABSTRACT 33

EC 500 027 ED N.A.
Publ. Date Jan 1969 6p.
Hearns, Rudolph S.
Dyslexia and Handwriting.
J Learn Disab; V2 N1 P37-42 Jan 1969

Descriptors: exceptional child research; learning disabilities; handwriting; dyslexia; research reviews (publications); visual perception; auditory perception; identification

ABSTRACT 34

EC 500 097 ED N.A.
Publ. Date Mar 1969 6p.
Abrams, Jules C.; Belmont, Herman S.
Different Approaches to the Remediation of Severe Reading Disability in Children.
J Learn Disab; V2 N3 P136-41 Mar 1969

Descriptors: exceptional child research; learning disabilities; reading; group therapy; psychotherapy; reading instruction; special classes; personality problems; parent attitudes; dyslexia

ABSTRACT 35

EC 500 167 ED N.A.
Publ. Date Apr 69 5p.
Taylor, Raymond G., Jr.; Nolde, S. Van L.
Correlative Study between Reading, Laterality, Mobility, and Binocularity.
Except Child; V35 N8 P627-31 Apr 1969

Descriptors: exceptional child research; learning disabilities; reading; visual perception; cerebral dominance; neurological organization; motor development; lateral dominance; dyslexia; Delacato Method

ABSTRACT 36

EC 500 172 ED N.A.
Publ. Date Apr 69 10p.
Park, George E.
Ophthalmological Aspects of Learning Disabilities.
J Learn Disab; V2 N4 P189-98 Apr 1969

Descriptors: exceptional child research; learning disabilities; vision; dyslexia; eyes; physiology; visual acuity; visual perception; electroencephalograms; neurology

ABSTRACT 37

EC 500 175 ED N.A.
Publ. Date Apr 69 9p.
Silberberg, Norman E.; Silberberg, Margaret C.
Myths in Remedial Education.
J Learn Disab; V2 N4 P209-17 Apr 1969

Descriptors: exceptional child research; learning disabilities; remedial instruction; research problems; reading instruc-

tion; research reviews (publications); research criteria; teacher influence; program effectiveness; standards

ABSTRACT 38

EC 500 311 ED N.A.
Publ. Date Spr 69 11p.
Mulligan, William
A Study of Dyslexia and Delinquency.
Acad Therap Quart; V4 N3 P177-87 Spr 1969

Descriptors: exceptional child research; delinquency; dyslexia; perceptually handicapped; etiology; student evaluation; educational needs; learning disabilities; individual characteristics

ABSTRACT 39

EC 500 312 ED N.A.
Publ. Date Spr 69 4p.
McMenemy, Richard A.
The Effect of I.Q. on Progress in Remedial Reading.
Acad Therap Quart; V4 N3 P191-4 Spr 1969

Descriptors: exceptional child education; dyslexia; reading instruction; remedial reading; intelligence differences; teaching methods; individual characteristics; learning disabilities

ABSTRACT 40

EC 500 364 ED N.A.
Publ. Date Jun 69 6p.
Silberberg, Norman E.; Silberberg, Margaret C.
The Bookless Curriculum: An Educational Alternative.
J Learning Disabilities; V2 N6 P302-7 Jun 1969

Descriptors: exceptional child education; learning disabilities; curriculum; remedial reading; audiovisual programs; instructional technology; educational objectives; instructional innovation; dyslexia; illiteracy

ABSTRACT 41

EC 500 376 ED N.A.
Publ. Date Sum 69 6p.
Heckelman, R. G.
A Neurological-Impress Method of Remedial-Reading Instruction.
Acad Therap Quart; V4 N4 P277-82 Sum 1969

Descriptors: exceptional child research; teaching methods; learning disabilities; remedial reading programs; oral reading; reading instruction; imitation; teacher role; dyslexia

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